

WHEN THINGS GO WRONG

Students choose a widespread event well known to cause communities or individuals to suffer tragedy, trauma or hardship. Students acquire, and demonstrate, a detailed knowledge of

- the event and its repercussions (in general)
- informative cases and accounts.

Applying this knowledge, they compose three purposeful products targeting specific audiences, one for each of the following three phases of the chosen event:

- *Awareness Phase* (sensitization to the possibility, the causes, effects, avoidance/preparation, recognizing when it is happening)
- *Contingency Phase* (steps/actions to be taken should the event happen)
- *Recovery Phase* (steps/actions to be taken in recovering and reconstructing after it happens).

Students choose a widespread event well known to cause communities or individuals to suffer tragedy, trauma or hardship, ensuring that the choice can be discussed in terms of the three phases *Awareness, Contingency and Recovery*.

EXAMPLES OF EVENTS

natural disasters, accidents, criminal acts at home and abroad, attack, civil unrest, epidemic, acute illness, relationship breakdown (separation), attack, economic crisis, detention, period of resource unavailability

Students acquire a detailed working knowledge of

- the event and its repercussions (in general)
- informative cases and accounts.

Examples of aspects students might consider: physical, psychological, personal and social relationships, infrastructure, legal, public policy, personal finances, economic.

Demonstration K: Working knowledge

Individually demonstrate knowledge of the event, cases and accounts, under conditions where the details, including related statistics, must be recalled.

EXAMPLES OF (components of) DEMONSTRATION K

- filling in a table to give examples of the effects of the event across some specified domains
- reading a new case and identifying similarities with the case histories studied
- arguing, on the basis of known statistics, whether or not a particular statement is justified.

Students research, develop and put on record a useful set of general principles that will guide their decision-making in Demonstrations A, C and R.

Students apply their knowledge and principles for decision-making to the three phases, to compose purposeful products (to be chosen).

Teachers will need to decide who gets to choose the products: teachers, students, or both together.

Demonstration A: Awareness Phase

Knowing what might happen before the event happens, so you can either prevent it or be prepared for it.

A product aimed at sensitizing a specific audience to, and educating/training them about, the possibility of the event, its causes, effects, avoidance/preparation, recognizing when it is happening.

EXAMPLES OF DEMONSTRATION A

- pamphlet encouraging householders to take fire prevention measures
- presentation to new mothers on immunization
- booklet for travellers warning of common scams
- guide to minimizing damage to property in the event of a cyclone
- newspaper ad by police encouraging train travellers to recognize and report suspicious activity

Demonstration C: Contingency Phase

Things you have to know what to do, if the event happens.

A product aimed at informing a specific audience in a specific circumstance of the prioritized steps/actions to take should the event happen.

EXAMPLES OF DEMONSTRATION C

- guide to seaside residents on what to do if a tsunami alarm sounds
- hotel fire evacuation plan
- children's booklet to surviving parents' separation
- training, using dramatic reconstruction, of what children can do if in danger from a stranger
- training course for fire wardens
- guide to civilians on fulfilling their obligations and protecting their legal rights after a road accident

Demonstration R: Recovery Phase

Things you might have to think about, after the event happened.

A product that points to some aspects of what might need to be done by, with, and for the individual or community to allow recovery and reconstruction after the event.

EXAMPLES OF DEMONSTRATION R

- plan for utilizing other local facilities and resources if the primary school burnt down
- list of agencies that can help support a small community destroyed by a cyclone

When Things Go Wrong

Standards, referents, repertoires

The following standards, New Basics referents and targeted repertoires of practice apply to any valid implementation of this Blueprint. A school may supplement the New Basics referents with other sets of valued practices and/or learnings (e.g. QCAR Essential Learnings). Additional standards, New Basics referents and targeted repertoires of practice may come into play in a particular implementation by a particular school; if so, they are to be recorded in the task documentation.

Standards

Desirable features indicate what high-quality performance in the task will look like. *Acceptable performance* represents full task completion, at an acceptable level. (See the Grading Master.)

Desirable features

Detailed knowledge: Across Demonstrations K, A, C and R, broad and deep knowledge, in detail, of the occurrence, causes, effects and aftermath of the chosen event, both in general and as illustrated in cases and accounts

Principled management: Across Demonstrations A, C and R, defensible decision making that takes into account both the details of the situation and a well-formed set of general principles useful in choosing and prioritizing a series of actions to achieve purposes

Authoritative communication: Across Demonstrations A, C and R, composition of clear and credible communications, fulfilling the three purposes, which win the confidence of the targeted audiences

Acceptable performance

Purposeful products that, in general

- are true to the event
- reflect the declared principles or social norms for decision-making

New Basics referents

“...groups of core, essential sets of practices that young Queenslanders need to survive and flourish in new economic, social and cultural conditions. As a set, they are not meant to be exhaustive, nor could they be. They are limited selections from an infinite set of possibilities. Teachers and schools will include other knowledges—local, traditional, multicultural, and alternative.” (New Basics Technical Paper)

Life Pathways and Social Futures

Who am I and where am I going?

- Developing initiative and enterprise

Active Citizenship

What are my rights and responsibilities in communities, cultures and economies?

- Interacting within local and global communities

Multiliteracies and Communications Media

How do I make sense of and communicate with the world?

- Blending traditional and new communications media
- Mastering literacy and numeracy

Environments and Technologies

How do I describe, analyse and shape the world around me?

- Building and sustaining environments

Targeted repertoires of practice

The cognitive and cultural, linguistic and social skills needed to be acquired developmentally in order to complete the Rich Task.

- Comparing known cases with new and hypothetical cases
- Devising a course of action in the light of principles
- Distinguishing inherent from accidental features of instances of a type of event
- Preparing public documents
- Recognising and taking into account the social consequences of decisions and actions
- Structuring training

When Things Go Wrong

Draft Grading Master

DETAILED KNOWLEDGE

broad and deep knowledge, in detail, of the occurrence, causes, effects and aftermath of the chosen event, both in general and as illustrated in cases and accounts

~~broad and deep knowledge, in detail, of the occurrence, causes, effects and aftermath of the chosen event, both in general and as illustrated in cases and accounts~~

~~knowledge of the occurrence, causes, effects and aftermath of several aspects of the chosen event, both in general and as illustrated in and of cases and accounts~~

knowledge of ~~several aspects~~ **key features** of the chosen event ~~and of cases and accounts~~

PRINCIPLED MANAGEMENT

defensible decision-making that takes into account both the details of the situation and a well-formed set of general principles useful in choosing and prioritising a series of actions to achieve purposes

~~defensible decision-making that takes into account both the details of the situation and a well-formed set of general principles useful in choosing and prioritising a series of actions to achieve purposes~~

A consistent and useful set of declared general principles is taken into account in the products

A consistent and useful set of declared general principles ~~is taken into account in the products~~ **has been declared**

Purposeful products that, in general,

- **are true to the event**
- **reflect the declared principles or social norms for decision-making**

AUTHORITATIVE COMMUNICATION

compositions of clear and credible communications, fulfilling the three purposes, which raise the awareness of, educate and train, and win the confidence of the targeted audiences

~~compositions of clear and credible communications, fulfilling the three purposes, which raise the awareness of, educate and train, and win the confidence of the targeted audiences~~

products that, in general, are true to the event

products that, in general, ~~are true to the event~~ **inform the audiences of aspects of the particular phases**

A

B

C

Successful performance in some facets of the task (at least one of the descriptors above), without meeting task specifications in full

D

An attempt at undertaking the task

E

Notes

1. It is vital that, as usual, assessment in each pole be carried out across the entire collection of students' demonstrations.
2. A school can include a supplementary assessment pole of its own design when it is believed that the existing poles do not sufficiently cover the range of what students in that school have learnt specifically as a result of engagement in this task.
3. Words that are ~~struck through~~ apply to a higher referent, but not the current one; words in **bold** do not appear in higher referents.